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ABSTRACT

The increased number of nontraditional students in Ohio and a growing awareness of their needs have led to the recognition that developmental programs attempt to improve attitudes and skills for their own merit and are not necessarily remedial preparation for other courses. First used in the 1890's to narrow educational differences between classes, and later implemented for those studying on the GI Bill, developmental programs now provide a means for community colleges to serve all citizens, including those for whom traditional programs are inadequate. Recognizing the needs of these students, the Ohio Board of Regents began allotting funds in 1968 for the improvement of secondary school teachers and later shifted this funding to remedial programs at the college level. A 1977-78 survey that profiled 3,600 students in developmental programs indicated that only half were of the traditional college age; the longer students had been out of school, the more likely they were to attend college to improve their self-image; and there was no significant demographic difference between developmental students and college students in general. The positive effect of developmental education, as evidenced in numerous follow-up studies, justifies its continued funding. Survey findings and the questionnaire are appended. (JP)

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ED179272

DEVELOPMENTAL EDUCATION STUDENT CHARACTERISTICS 1977-1978

Prepared by the
Ohio Council for Inter-Institutional Research

In cooperation with the
Ohio Board of Regents

Stephen Jonas

U S DEPARTMENT OF HEALTH,
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Photos courtesy of Lorain County Community College, Office of College Relations.

WHAT is developmental education?

Developmental education is seen by some as a means of expanding the opportunity for higher education to many students who would not otherwise be able to attain it.[1]

The terms "remedial education" and "developmental education" have often been used interchangeably, but many educators maintain that there is a subtle difference between the two terms. John E. Roueche, Director of the Community Leadership Program at the University of Texas-Austin, is a national consultant on developmental education. Roueche asserts that remedial education attempts to prepare a student for a program of courses for which he/she was previously ineligible and that developmental education attempts to develop skills and attitudes for their own merit, and not necessarily as preparation for another program of courses.[2]

Developmental education is one attempt to help the student obtain the academic and human skills to get from where he is to where he wants or needs to go. But most important,

according to Roueche, "developmental education assumes ability and moves in all ways possible to maximize it."[3] K. Patricia Cross, in her book, Accent on Learning, clarifies this distinction:

> *If the purpose of the program is to overcome academic deficiencies, I would term the program remedial, in the standard dictionary sense in which remediation is concerned with correcting weaknesses. If, however, the purpose of the program is to develop the diverse talents of students, whether academic or not, I would term the program developmental. Its mission is to give attention to the fullest possible development of talent and to develop strengths as well as to correct weaknesses.*[4]

The spirit of Cross' remarks has influenced the work of the Developmental Education Advisory Committee to the Ohio Board of Regents in its consideration of the special needs of many of the students who attend Ohio's postsecondary institutions. The Committee's efforts to examine developmental education in Ohio have resulted in a clear definition:

> *Developmental education is a program designed to enable students at postsecondary institutions to achieve at their fullest capacities. Specifically, developmental education provides support and alternative services in areas of basic skills instruction, academic assistance to students enrolled in credit courses, and related support services.*[5]

WHY developmental education?

The need is real; the problem exists; the students are here.[6]

After completing a State Assessment Study of Developmental Education Programs in Ohio in July, 1978, the Subcommittee to the State-Wide Advisory Committee on Developmental Education analyzed the need for developmental services in this way:

> *Students who need the support of services in a developmental education program in order to benefit from postsecondary education have been shown to be "high risk" students, in that they are less well prepared for college-level studies, and therefore are less likely to succeed in any given college-level course and consequently less likely to continue through a standard sequence of courses from term to term.*
>
> *There may be a variety of reasons for students having poor preparation for college-level education, but if they are able to make up deficiencies through the developmental education support services, they may be encouraged enough by their improved performance so that they are willing to persevere in their studies even though they*

may be at a scholastic disadvantage. Furthermore, over time the developmental education support services may successfully compensate for the initial disadvantage, enabling the students to continue all the way through a program of study.[7]

While developmental education activities neither insure student success nor help everyone for whom they are designed, such activities do provide alternatives that stimulate many students and help them achieve educational goals which formerly were unattainable.

WHERE did developmental education begin?

Regardless of the failure of other systems to prepare our students, it is our lot to correct whatever deficiencies they bring. To continue a buckpassing condemnation of elementary and secondary failures as a rationale for inaction is to make ourselves a part of the problem rather than the threshold of success.[8]

The creation of developmental education courses and programs is not a recent event. The first clearly "developmental" course was offered in 1893-94 at Wellesley College in Massachusetts. By the turn of the century, many prestigious schools were offering courses that were remedial in nature. At that time wealth, more than ability, decided who went to college, and developmental courses were necessary to close the gap in educational differences among students.[9]

After World War II, the G.I. Bill enabled many veterans to attend college by providing financial support. Many of the G.I.'s did not have verbal, quantitative, and study skills comparable to those of their fellow students. Once again, remedial and developmental courses and programs were found necessary to diminish the educational differences of students.

In recent years, community colleges have discovered that their potential for providing educational opportunities for everyone was severely limited in that individuals with skill deficiencies were confronted with traditional services that led to poor performance and/or failure.

Theoretically, one may argue that many of the skills taught in developmental education programs at colleges and universities should be acquired while the student is in high school or earlier. In reality, however, this has not been the case. It is impractical to expect adults to return to primary or secondary school to acquire the skills they need to be of value to themselves and to society. A choice must be made. Developmental education programs demonstrate that society has decided to help individuals overcome their skill deficiencies. The alternative would be to allow those individuals to remain a liability not only to themselves but also perhaps to society as well.

HOW have we funded developmental education in Ohio?

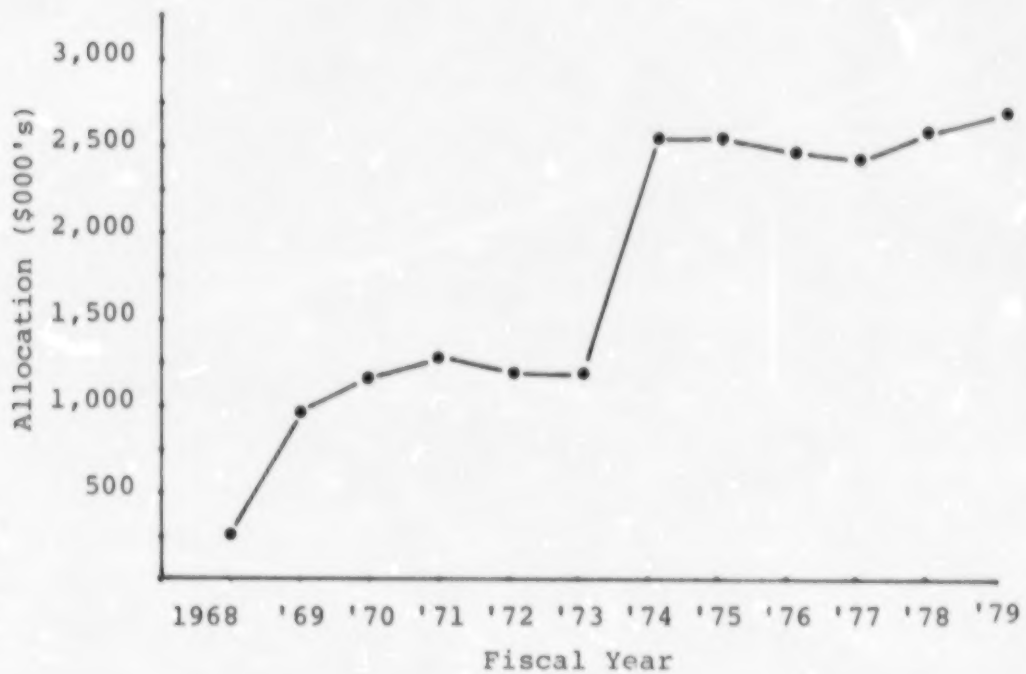
It is wrong, many argue, for a state higher education system to hold itself out as an open door operation which in reality becomes a revolving door, eventually expelling those who are not properly prepared at the time of entrance. If access is to be available to all, so must developmental education services be available to those who need them.[10]

In the past decade, the State of Ohio has established a line-item allocation for developmental education. This allocation was consistent with a revised position of the Ohio Board of Regents. Originally, the Ohio Board of Regents felt that it was the responsibility of secondary schools to prepare students to enter the higher education system. The Board was not convinced that the state should provide funds to institutions of higher education for developmental education programs.

After a few years of experience with an open admissions policy for state-supported higher education, the Ohio Board of Regents became aware of the problems of many students who were unable to meet vigorous academic requirements. The severity of the problems was brought to the attention of the

Board with the rise of urban and two-year institutions. The Carnegie Commission reported that the greatest single hurdle for disadvantaged and other non-traditional students entering college was the lack of a quality educational background and an inadequate mastery of skills and concepts in individual perceptions of learning. The Commissions concluded that such students are doomed to academic failure in traditional college settings without considerable "special help."[11]

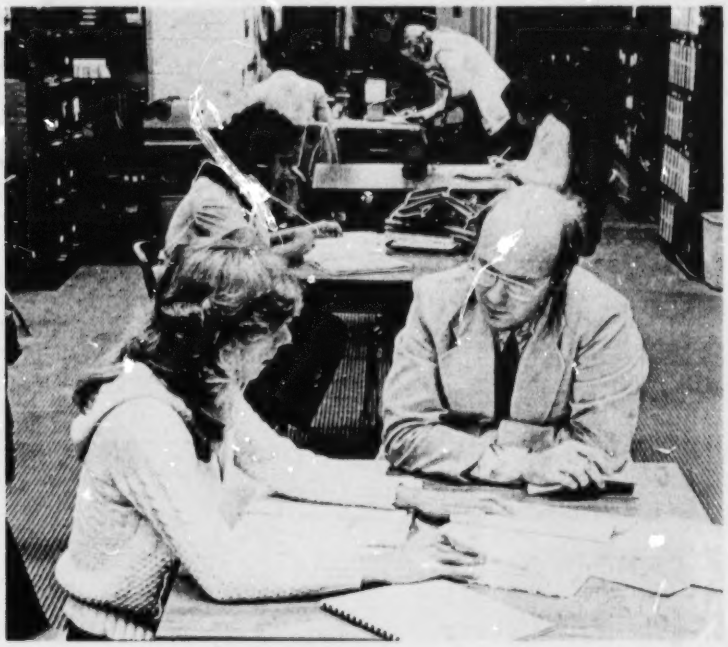
In fiscal year 1968, the first funds--$250,000--were allocated to improve teacher education in the secondary schools in Ohio. The following year, that figure was double to $500,000 and an additional $430,000 was allocated to fund tutorial assistance for college freshmen. Dual allocations were made again in fiscal years 1970 and 1971.



Developmental Education Fund Allocation

In the 1971-73 biennium it was decided that the concept of teacher institutes and workshops for secondary school teachers was the responsibility of the State Department of Education. The Ohio Board of Regents applied the funds previously used for that purpose to developmental instruction and the total amount available was set at $1.2 million. The 1973-75 biennium saw the amount available increase by over 100 percent to $2.5 million annually. The allocations for fiscal years 1976 and 1977 were $2.45 million and $2.69 million, respectively. In fiscal year 1978, the amount of money allocated for developmental education dropped to $2.56 million but was again increased to $2.69 million in fiscal year 1979. The future of developmental education funding is uncertain beyond the 1977-79 biennium.

WHO is the developmental education student in Ohio?



The students, however, do not neatly fit into a well-defined pattern or category. They are not limited to the minority or to the dispriveleged. Rather, they are found throughout the entire population.[12]

In the winter quarter of 1977-78, the Ohio Council for Inter-Institutional Research, in cooperation with the Ohio Board of Regents, conducted a survey of developmental education classes in state-supported colleges and universities. The purpose of the survey was to develop a profile of students being served by developmental education programs.

Questionnaires designed to survey students on a range of topics--from general demographic characteristics to specific reasons for enrolling in developmental education--were sent to thirty-six participating institutions. More than 3,600 questionnaires were completed by students from a wide range of institutions including community colleges (43 percent of the total), technical colleges (20 percent), universities (34 percent), and university branches (3 percent).

The survey results showed that of the total respondents, only half were young, traditional-aged college students; 54 percent were female; and, nearly 45 percent were minority students. The majority of the students (82 percent) were attending college for the first time, but 38 percent had been out of school three years or more before enrolling at their current institution. A large percentage of the students were enrolled at their institution full-time (45 percent were enrolled for 13 or more credit hours), and planned either to get a degree (56 percent) and/or to prepare for a new career (49 percent). A significant number of the respondents also identified personal and social outcomes as reasons for enrolling in college. For example, 36 percent indicated that they enrolled "to learn specific skills that will enrich my daily life" and "to improve my confidence in myself," while 33 percent enrolled "to improve my lifestyle." The data also indicated that over one-half of the developmental educational students were employed, 44 percent of these full-time (22 percent of all students). In addition, over one-half were receiving financial aid.

On the whole, 85 percent of the developmental education students felt that they were prepared for college work, although 38 percent stated that they anticipated some trouble in passing a course. The largest percentage of students indicated that they enrolled in developmental classes on the advice of their college counselor (21 percent) and/or on the basis of test scores (28 percent). Approximately 50 percent

of the students felt they needed help in writing, math, and test taking skills, with 40 percent also indicating that they could use help in reading skills and in planning courses.

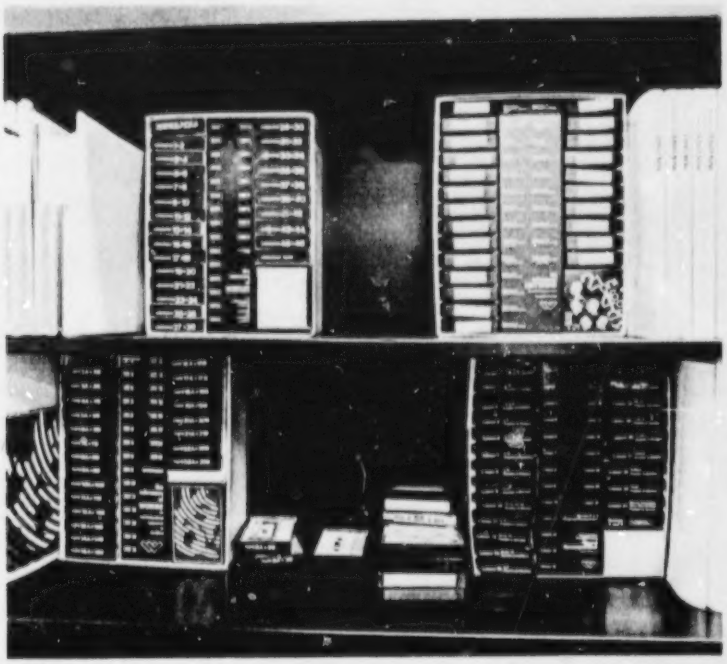
The summary results of the survey revealed that there was a relationship between the number of years a person had been out of school (before enrolling at their current institution) and certain other variables. As a group, students out of school more than one year consisted of a higher percentage of veterans, part-time students, and financial aid recipients. In addition, those students were more likely to be employed either full-time or part-time than students who had been out of school less than a year.

When asked why they had enrolled in college, students who had been away from college longer were more likely to indicate "to improve my leadership skills," "to improve my lifestyle," "to prepare for a new career," and/or to improve job related skills." A related motivation was to participate in the cultural and social events of the college.

It seemed particularly significant that the longer it had been since respondents had attended school, the more likely it was that one of the reasons they enrolled was to improve their self-confidence. In contrast, those students out of school less than one year were more likely to indicate that they were enrolled to earn a degree, and for the social benefits associated with college, for example, "to meet people" and "to be active in student life".

The results of the survey suggested that the demographic characteristics of developmental education students were not significantly different from college students in general. When compared with all undergraduates enrolled in state institutions in Ohio, the survey respondents were similar in age distribution and male-female ratio. The survey students differed only slightly in terms of course load (fewer part-time students) and ethnic affiliation; 44 percent of those surveyed were minorities compared with 12 percent of all undergraduates.

DEVELOPMENTAL EDUCATION— what's ahead?



Education then, beyond all other devices of human origin, is the great equalizer of the condition of men-the balance-wheel of the social machinery.

Horace Mann

There is little doubt that developmental education has had a positive effect for many students who probably would not have been able to attain their educational goals were developmental services not available to them. Positive trends have been found by institutions that have conducted follow-up studies on the effectiveness of their developmental education programs. Such studies have shown that students who enrolled in developmental courses tended to do well once they subsequently enrolled in regular courses and compared favorably in retention with the rest of the student body. It was not unusual for students to improve more than a full grade level during a one quarter course of intensive study. Many two-year colleges reported that the percentage of students who used developmental services was greater among

graduates than among the general student body, implying that students utilizing developmental education programs are more likely to remain in college and attain an associate degree.[13]

However one views it, developmental education has become an important issue, especially at a time when the quality of all education is being questioned. With open access in Ohio's two-year colleges and increased competition for a smaller number of high school graduates, a need obviously exists for this type of service.

If the future, there may be an even greater necessity for developmental education. A trend has become apparent in college enrollments whereby the percentage of traditional aged students (18-21) has decreased, while the number of students 25 and older has increased. This trend is likely to become a significant factor in the years ahead in that older students may need more assistance in acquiring and resharpening those skills needed for competent academic performance.

Ohio has shown its interest in developmental education through the Ohio Board of Regents' financial allocations for such programs. Although this support has been consistent in the past, the future is uncertain. The proven need for developmental education programs in Ohio, the trend toward older students enrolling in state supported institutions, and the steady climb of costs in the sector of higher

education have made the need for future support more urgent than ever.

One must keep in mind that we are speaking of the improvement of human lives, possibly turning nonproductive citizens into productive ones. Such improvements, which often cannot be measured in financial terms, are the major reason for the existence of developmental education.

REFERENCES

[1]Walter Boswell, Report on Open Admissions and Developmental Education, Ohio Board of Regents, September, 1978, p. 9.

[2]John E. Roueche and Suanne D. Roueche, Developmental Education: A Primer for Program Development and Evaluation (Atlanta: Southern Regional Education Board, 1977), p. 3.

[3]Ibid., p. 3.

[4]K. Patricia Cross, Accent on Learning, (San Francisco: Jossey-Bass, 1976), p. 31.

[5]Boswell, p. 9.

[6]Roueche, p. 5.

[7]Subcommittee to the State-Wide Committee on Developmental Education, Results of Second Assessment Study of Developmental Education Programs In Ohio, July, 1978, p. 16.

[8]David E. Daniels, "Going to College from a Positive Standpoint," Journal of Developmental and Remedial Education, Spring, 1978, p. 4.

[9]May Garland, "Dr. Roueche, Tell me...," Journal of Developmental and Remedial Education, Spring, 1978, p. 5-7.

[10]Boswell, p. 11.

[11]Carnegie Commission for Higher Education

[12]Roueche, p. 6.

[13]Boswell, p. 20.

QUES2 CAMPUS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
CENTRAL STATE U	2.	112	3.1	3.1	3.1
CLEVE STATE U	3.	265	7.2	7.2	10.3
MIAMI U	5.	34	0.9	0.9	11.2
OSU-MANSFIELD	6.	47	1.3	1.3	12.5
OHIO U	7.	205	5.6	5.6	18.1
OSU-LIMA	8.	17	0.5	0.5	18.6
WRIGHT STATE U	9.	40	1.1	1.1	19.7
U OF AKRON	21.	154	4.2	4.2	23.9
U OF CINCINNATI	22.	61	1.7	1.7	25.6
YOUNGSTOWN ST U	24.	84	2.3	2.3	27.9
EDISON STATE C C	25.	17	0.5	0.5	28.3
SOUTHERN ST C C	27.	37	1.0	1.0	29.3
RIO GRANDE C C	28.	6	0.2	0.2	29.5
LIMA TECH	29.	32	0.9	0.9	30.4
LORAIN CO C C	32.	198	5.4	5.4	35.8
SINCLAIR C C	33.	689	18.8	18.8	54.6
LAKELAND C C	34.	82	2.2	2.2	56.9
TERRA TECH	37.	14	0.4	0.4	57.2
HOCKING TECH	38.	73	2.0	2.0	59.2
MUSKINGUM TECH	40.	8	0.2	0.2	59.5
CLARK TECH	41.	58	1.6	1.6	61.0
JEFFERSON TECH	42.	54	1.5	1.5	62.5
COLUMBUS TECH	43.	167	4.6	4.6	67.1
STARK TECH	44.	42	1.1	1.1	68.2
OWENS TECH	45.	147	4.0	4.0	72.3
NORTHWEST TECH	46.	6	0.2	0.2	72.4
WASHINGTON TECH	48.	4	0.1	0.1	72.5
BELMONT TECH	49.	38	1.0	1.0	73.6
CCC-EAST	71.	154	4.2	4.2	77.8
CCC-METRO	72.	275	7.5	7.5	85.3
CCC-WEST	73.	113	3.1	3.1	88.4
OHIO U-CHCTH	80.	27	0.7	0.7	89.1
OSU	95.	71	1.9	1.9	91.1
FRANKLIN U	97.	226	6.2	6.2	97.2
OSU-NEWARK-COTC	98.	89	2.4	2.4	99.7
OSU-MARION	99.	12	0.3	0.3	100.0
	TOTAL	3658	100.0	100.0	

MEAN	41.095	MEDIAN	33.255	MODE	33.000
RANGE	97.000	MINIMUM	2.000	MAXIMUM	99.000
VALID CASES	3658	MISSING CASES	0		

QUES3 SEX

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
MALE	1.	1631	44.6	46.0	46.0
FEMALE	2.	1916	52.4	54.0	100.0
	0.	111	3.0	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.540	MEDIAN	1.574	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3547	MISSING CASES	111		

QUES4 AGE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
UNDER 18	1.	67	1.8	1.9	1.9
18-20	2.	1684	46.0	46.6	48.5
21-24	3.	724	19.8	20.0	68.5
25-34	4.	762	20.8	21.1	89.6
35-44	5.	251	6.9	7.0	96.6
45-54	6.	99	2.7	2.7	99.3
55-64	7.	17	0.5	0.5	99.8
OVER 65	8.	7	0.2	0.2	100.0
	0.	47	1.3	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	2.957	MEDIAN	2.575	MODE	2.000
RANGE	7.000	MINIMUM	1.000	MAXIMUM	8.000
VALID CASES	3611	MISSING CASES	47		

QUES5 RACE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
AMERICAN INDIAN	1.	30	0.8	0.8	0.8
ASIAN	2.	75	2.1	2.1	2.9
BLACK	3.	1430	39.1	40.1	43.0
HISPANIC	4.	51	1.4	1.4	44.5
WHITE	5.	1980	54.1	55.5	100.0
	0.	92	2.5	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	4.087	MEDIAN	4.599	MODE	5.000
RANGE	4.000	MINIMUM	1.000	MAXIMUM	5.000
VALID CASES	3566	MISSING CASES	92		

QUES6 VETERAN

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	532	14.5	14.7	14.7
NO	2.	3075	84.1	85.3	100.0
	0.	51	1.4	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.853	MEDIAN	1.913	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3607	MISSING CASES	51		

QUES7 CURRENTLY RECEIVING FINANCIAL AID

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1774	48.5	49.3	49.3
NO	2.	1826	49.9	50.7	100.0
	0.	58	1.6	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.507	MEDIAN	1.514	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3600	MISSING CASES	58		

QUES8 CURRENTLY EMPLOYED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NOT EMPLOYED	1.	1772	48.4	48.8	48.8
1-10 HOURS	2.	260	7.1	7.2	56.0
11-20 HOURS	3.	470	12.8	13.0	69.0
21-35 HOURS	4.	313	8.6	8.6	77.6
36 HOURS OR MORE	5.	813	22.2	22.4	100.0
	0.	30	0.8	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	2.486	MEDIAN	1.662	MODE	1.000
RANGE	4.000	MINIMUM	1.000	MAXIMUM	5.000
VALID CASES	3628	MISSING CASES	30		

QUES9 HIGHEST GRADE LEVEL BEFORE THIS COLLEGE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
LESS THAN 8TH GRADE	1.	8	0.2	0.2	0.2
8TH GRADE	2.	24	0.7	0.7	0.9
SOME HIGH SCHOOL	3.	191	5.2	5.3	6.1
HIGH SCHOOL GRADUATE	4.	2764	75.6	76.1	82.3
UP TO 1 YR COLLEGE	5.	402	11.0	11.1	93.4
2 OR MORE YR COLLEGE	6.	100	2.7	2.8	96.1
ASSOCIATE DEGREE	7.	37	1.0	1.0	97.1
BACHELOR DEGREE	8.	27	0.7	0.7	97.9
OTHER	9.	77	2.1	2.1	100.0
	0.	28	0.8	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	4.260	MEDIAN	4.076	MODE	4.000
RANGE	8.000	MINIMUM	1.000	MAXIMUM	9.000
VALID CASES	3630	MISSING CASES	28		

QUES10 YEARS SINCE SCHOOL BEFORE ENROLLED HERE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
LESS THAN 1 YR	1.	1760	48.1	48.7	48.7
1-2 YR	2.	494	13.5	13.7	62.4
3-5 YR	3.	491	13.4	13.6	76.0
6-10 YR	4.	386	10.6	10.7	86.7
OVER 10 YR	5.	481	13.1	13.3	100.0
	0.	46	1.3	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	2.262	MEDIAN	1.593	MODE	1.000
RANGE	4.000	MINIMUM	1.000	MAXIMUM	5.000
VALID CASES	3612	MISSING CASES	46		

QUES11 CREDIT HOURS REGISTERED FOR THIS TERM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-3	1.	218	6.0	6.1	6.1
4-6	2.	376	10.3	10.6	16.7
7-9	3.	388	10.6	10.9	27.6
10-12	4.	991	27.1	27.9	55.5
13-15	5.	1036	28.3	29.2	84.7
16 OR MORE	6.	545	14.9	15.3	100.0
	0.	104	2.8	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	4.093	MEDIAN	4.302	MODE	5.000
RANGE	5.000	MINIMUM	1.000	MAXIMUM	6.000
VALID CASES	3554	MISSING CASES	104		

QUES12 ARE YOU PREPARED FOR COLLEGE WORK

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	2999	82.0	84.6	84.6
NO	2.	547	15.0	15.4	100.0
	0.	112	3.1	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.154	MEDIAN	1.091	MODE	1.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3546	MISSING CASES	112		

QUES13A NEED HELP IN WRITING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1743	47.6	47.6	47.6
NO	2.	1915	52.4	52.4	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.524	MEDIAN	1.545	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES13B NEED HELP IN READING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1465	40.0	40.0	40.0
NO	2.	2193	60.0	60.0	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.600	MEDIAN	1.666	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES13C NEED HELP IN NOTETAKING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1074	29.4	29.4	29.4
NO	2.	2584	70.6	70.6	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.706	MEDIAN	1.792	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES13D NEED HELP IN OUTLINING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	726	19.8	19.8	19.8
NO	2.	2932	80.2	80.2	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.802	MEDIAN	1.876	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES13E NEED HELP IN TEST-TAKING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1378	37.7	37.7	37.7
NO	2.	2280	62.3	62.3	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.623	MEDIAN	1.698	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES13F NEED HELP IN LIBRARY SKILLS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	942	25.8	25.8	25.8
NO	2.	2716	74.2	74.2	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.742	MEDIAN	1.827	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES13G NEED HELP IN MATH

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1787	48.9	48.9	48.9
NO	2.	1871	51.1	51.1	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.511	MEDIAN	1.522	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES14 HELP NEEDED IN PLANNING COURSES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1695	46.3	47.0	47.0
NO	2.	1910	52.2	53.0	100.0
	0.	53	1.4	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.530	MEDIAN	1.556	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3605	MISSING CASES	53		

QUES15 HELP NEEDED IN PLANNING JOB OR CAREER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1291	35.3	36.0	36.0
NO	2.	2296	62.8	64.0	100.0
	0.	71	1.9	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.640	MEDIAN	1.719	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3587	MISSING CASES	71		

QUES16 ANTICIPATE TROUBLE PASSING ANY COURSES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1356	37.1	38.1	38.1
NO	2.	2207	60.3	61.9	100.0
	0.	95	2.6	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.619	MEDIAN	1.693	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3563	MISSING CASES	95		

QUES17A ENROLLED TO GET A FULL-TIME JOB

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1015	27.7	27.7	27.7
NO	2.	2643	72.3	72.3	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.723	MEDIAN	1.808	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17B ENROLLED TO GET A DEGREE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	2050	56.0	56.0	56.0
NO	2.	1608	44.0	44.0	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.440	MEDIAN	1.392	MODE	1.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17C ENROLLED TO DISCOVER VOCATIONAL INTEREST

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	516	14.1	14.1	14.1
NO	2.	3142	85.9	85.9	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.859	MEDIAN	1.918	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17D ENROLLED TO PREPARE FOR NEW CAREER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1784	48.8	48.8	48.8
NO	2.	1874	51.2	51.2	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.512	MEDIAN	1.524	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17E ENROLLED TO IMPROVE PRESENT JOB

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	607	16.6	16.6	16.6
NO	2.	3051	83.4	83.4	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.834	MEDIAN	1.901	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17F ENROLLED FOR POSSIBLE JOB PROMOTION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	459	12.5	12.5	12.5
NO	2.	3199	87.5	87.5	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.875	MEDIAN	1.928	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17G ENROLLED TO TRANSFER TO 4-YR COLLEGE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	673	18.4	18.4	18.4
NO	2.	2985	81.6	81.6	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.816	MEDIAN	1.887	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17H ENROLLED TO ENRICH DAILY LIFE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1329	36.3	36.3	36.3
NO	2.	2329	63.7	63.7	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.637	MEDIAN	1.715	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17I ENROLLED TO GET ALONG WITH OTHERS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	812	22.2	22.2	22.2
NO	2.	2846	77.8	77.8	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.778	MEDIAN	1.857	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17J ENROLLED TO BE ACTIVE IN STUDENT LIFE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	336	9.2	9.2	9.2
NO	2.	3322	90.8	90.8	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.908	MEDIAN	1.949	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17K ENROLLED FOR CULTURAL AND SOCIAL EVENTS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	518	14.2	14.2	14.2
NO	2.	3140	85.8	85.8	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.858	MEDIAN	1.918	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17L ENROLLED TO IMPROVE SELF CONFIDENCE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1297	35.5	35.5	35.5
NO	2.	2361	64.5	64.5	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.645	MEDIAN	1.725	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17M ENROLLED TO MEET PEOPLE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	981	26.8	26.8	26.8
NO	2.	2677	73.2	73.2	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.732	MEDIAN	1.817	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17N ENROLLED TO IMPROVE LEADERSHIP SKILLS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	693	18.9	18.9	18.9
NO	2.	2965	81.1	81.1	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.811	MEDIAN	1.883	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17O ENROLLED TO IMPROVE LIFESTYLE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1202	32.9	32.9	32.9
NO	2.	2456	67.1	67.1	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.671	MEDIAN	1.755	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17P ENROLLED TO COMPLETE HIGH SCHOOL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	90	2.5	2.5	2.5
NO	2.	3568	97.5	97.5	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.975	MEDIAN	1.987	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES17Q ENROLLED FOR OTHER REASONS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	88	2.4	2.4	2.4
NO	2.	3570	97.6	97.6	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.976	MEDIAN	1.988	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES18 CERTIFICATE OR DEGREE DESIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
SELECTED COURSES	1.	398	10.9	12.7	12.7
CERTIFICATE UNDER YR	2.	41	1.1	1.3	14.0
CERTIFICATE OVER 1YR	3.	321	8.8	10.2	24.3
ASSOCIATE DEGREE	4.	1447	39.6	46.2	70.5
BACCALAUREATE DEGREE	5.	925	25.3	29.5	100.0
	0.	526	14.4	MISSING	100.0
	TOTAL	3658	100.0	100.0	

MEAN	3.785	MEDIAN	4.057	MODE	4.000
RANGE	4.000	MINIMUM	1.000	MAXIMUM	5.000
VALID CASES	3132	MISSING CASES	526		

QUES19A ENROLLED IN D.E. READING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1310	35.8	35.8	35.8
NO	2.	2348	64.2	64.2	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.642	MEDIAN	1.721	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES19B ENROLLED IN D.E. WRITING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1250	34.2	34.2	34.2
NO	2.	2408	65.8	65.8	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.658	MEDIAN	1.740	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES19C ENROLLED IN D.E. MATHEMATICS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1451	39.7	39.7	39.7
NO	2.	2207	60.3	60.3	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.603	MEDIAN	1.671	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES19D ENROLLED IN ANOTHER D.E. PROGRAM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	645	17.6	17.6	17.6
NO	2.	3013	82.4	82.4	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.824	MEDIAN	1.893	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES20A ENROLLED ON ADVICE OF COLLEGE COUNSELOR

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	768	21.0	21.0	21.0
NO	2.	2890	79.0	79.0	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.790	MEDIAN	1.867	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES20B ENROLLED ON ADVICE OF COLLEGE ADVISOR

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	495	13.5	13.5	13.5
NO	2.	3163	86.5	86.5	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.865	MEDIAN	1.922	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES20C ENROLLED ON ADVICE OF COLLEGE FACULTY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	222	6.1	6.1	6.1
NO	2.	3436	93.9	93.9	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.939	MEDIAN	1.968	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES20D READ CAMPUS PUBLICATION AND ENROLLED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	446	12.2	12.2	12.2
NO	2.	3212	87.8	87.8	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.878	MEDIAN	1.931	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES20E ENROLLED ON ADVICE OF HS TEACHER-ADVISOR

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	116	3.2	3.2	3.2
NO	2.	3542	96.8	96.8	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.968	MEDIAN	1.984	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES20F ENROLLED BECAUSE OF TEST RECOMMENDATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	1020	27.9	27.9	27.9
NO	2.	2638	72.1	72.1	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.721	MEDIAN	1.807	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES20G HEARD OF PROGRAM FROM FRIENDS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	415	11.3	11.3	11.3
NO	2.	3243	88.7	88.7	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.887	MEDIAN	1.936	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES20H ENROLLED FOR OTHER REASONS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	535	14.6	14.6	14.6
NO	2.	3123	85.4	85.4	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.854	MEDIAN	1.914	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES21A PARTICIPATING IN LEARNING LABORATORY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	537	14.7	14.7	14.7
NO	2.	3121	85.3	85.3	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.853	MEDIAN	1.914	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES21B PARTICIPATING IN MINI-COURSES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	222	6.1	6.1	6.1
NO	2.	3436	93.9	93.9	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.939	MEDIAN	1.968	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES21C PARTICIPATING IN MINORITY PROGRAMS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	53	1.4	1.4	1.4
NO	2.	3605	98.6	98.6	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.986	MEDIAN	1.993	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES21D PARTICIPATING IN TUTORING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	385	10.5	10.5	10.5
NO	2.	3273	89.5	89.5	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.895	MEDIAN	1.941	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES21E PARTICIPATING IN OTHER PROGRAMS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES	1.	128	3.5	3.5	3.5
NO	2.	3530	96.5	96.5	100.0
	TOTAL	3658	100.0	100.0	

MEAN	1.965	MEDIAN	1.982	MODE	2.000
RANGE	1.000	MINIMUM	1.000	MAXIMUM	2.000
VALID CASES	3658	MISSING CASES	0		

QUES22 COLLEGE TYPE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
COMMUNITY	1.	1571	42.9	42.9	42.9
TECHNICAL	2.	732	20.0	20.0	63.0
BRANCHES	3.	103	2.8	2.8	65.8
UNIVERSITIES	4.	1252	34.2	34.2	100.0
	TOTAL	3658	100.0	100.0	

MEAN	2.283	MEDIAN	1.852	MODE	1.000
RANGE	3.000	MINIMUM	1.000	MAXIMUM	4.000
VALID CASES	3658	MISSING CASES	0		

JAN 18 1980

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024

Dear Student:

This is a questionnaire concerning students enrolled in developmental education programs at Ohio colleges. The survey is being conducted by the Ohio Council for Inter-Institutional Research in cooperation with the Ohio Board of Regents.

Although you are not required to complete this questionnaire, your cooperation is appreciated and any information you provide will be kept confidential. In absolutely no case will the answers of individual students be singled out.

The questionnaire is designed to allow you to respond quickly and should only take a few minutes of your time.

1. STUDENT IDENTIFICATION NUMBER

__ __ __ __ __ __ __ __ __
1 2 3 4 5 6 7 8 9

2. CAMPUS AND CITY OR TOWN

_____ _____
10-11

3. SEX (Check One)

12
1 ____ Male
2 ____ Female

4. AGE (Check One)

13
1 ____ Under 18 years
2 ____ 18-20 years
3 ____ 21-24 years
4 ____ 25-34 years
5 ____ 35-44 years
6 ____ 45-54 years
7 ____ 55-64 years
8 ____ 65 years or over

5. RACE/ETHNIC (Check One)

14
1 ____ American Indian or Alaskan Native
2 ____ Asian or Pacific Islander
3 ____ Black (Non-Hispanic)
4 ____ Hispanic
5 ____ White (Non-Hispanic)

6. ARE YOU A VETERAN? (Check One)

15
1 ____ Yes
2 ____ No

7. ARE YOU CURRENTLY RECEIVING ANY FINANCIAL AID? (Check One)

16
1 ____ Yes
2 ____ No

8. ARE YOU CURRENTLY EMPLOYED IN A JOB? (Check One)

17
1 ____ Not employed
2 ____ Employed 1-10 hours/week
3 ____ Employed 11-20 hours/week
4 ____ Employed 21-35 hours/week
5 ____ Employed 36 or more hours/week

9. WHAT IS THE HIGHEST GRADE LEVEL YOU COMPLETED BEFORE ENROLLING AT THIS COLLEGE? (Check One)

18
1 ____ Less than 8th grade
2 ____ 8th grade
3 ____ Some high school
4 ____ High school graduate
5 ____ One year or less of college
6 ____ Two years or more of college
7 ____ Associate degree
8 ____ Bachelor's degree
9 ____ Other (please specify) _____

10. BEFORE YOU ENROLLED AT THIS COLLEGE, HOW MANY YEARS HAD IT BEEN SINCE YOU LAST ATTENDED ANY SCHOOL? (Check One)

19
1 _____ Less than 1 year
2 _____ 1-2 years
3 _____ 3-5 years
4 _____ 6-10 years
5 _____ More than 10 years

11. HOW MANY CREDIT HOURS ARE YOU REGISTERED FOR THIS TERM? (Check One)

20
1 _____ 1-3 credit hours
2 _____ 4-6 credit hours
3 _____ 7-9 credit hours
4 _____ 10-12 credit hours
5 _____ 13-15 credit hours
6 _____ 16 or more credit hours

12. DO YOU FEEL YOU ARE PREPARED TO DO COLLEGE WORK? (Check One)

21
1 _____ Yes
2 _____ No

13. DO YOU NEED HELP IN IMPROVING YOUR: (Check as many areas necessary)

22 1 _____ Writing skills
23 1 _____ Reading skills
24 1 _____ Notetaking skills
25 1 _____ Outlining skills
26 1 _____ Test-taking skills
27 1 _____ Library and research skills
28 1 _____ Math skills

14. DO YOU NEED HELP IN DECIDING OR PLANNING WHAT COURSES TO TAKE? (Check One)

29
1 _____ Yes
2 _____ No

15. DO YOU NEED HELP IN DECIDING OR PLANNING FOR A JOB OR CAREER? (Check One)

30
1 _____ Yes
2 _____ No

16. DO YOU THINK THAT YOU WILL HAVE TROUBLE PASSING ANY OF YOUR COURSES? (Check One)

31
1 _____ Yes
2 _____ No

17. WHY ARE YOU ENROLLED AT THIS COLLEGE? (Check all reasons that apply?

32 1 _____ To get a full-time job
33 1 _____ To get a degree
34 1 _____ To discover my vocational interest
35 1 _____ To prepare for a new career
36 1 _____ To improve my knowledge and the technical skills required in my present job
37 1 _____ To increase my chances for a possible raise and/or possible promotion in my present job
38 1 _____ To complete courses necessary to transfer to a four-year school
39 1 _____ To learn specific skills that will enrich my daily life
40 1 _____ To improve my ability to get along with people
41 1 _____ To become actively involved in student life and campus activities
42 1 _____ To imcrease my participation in cultural and social events
43 1 _____ To improve my confidence in myself
44 1 _____ To meet people
45 1 _____ To improve my leadership skills
46 1 _____ To improve my lifestyle
47 1 _____ To complete high school (GED)
48 1 _____ Other (please specify) _____

18. WHAT CERTIFICATE OR DEGREE ARE YOU PLANNING TO EARN FROM THIS COLLEGE? (Check One)

49
1 _____ Not seeking a certificate or degree; only registered for selected courses

2 _____ Certificate of less than one year

3 _____ Certificate of one year or more

4 _____ Associate degree

5 _____ Baccalaureate degree

19. WHICH BASIC SKILLS DEVELOPMENTAL EDUCATION CLASSES ARE YOU CURRENTLY ENROLLED IN AT THIS COLLEGE? (Check all that apply)

50 1 _____ Reading

51 1 _____ Writing

52 1 _____ Mathematics

53 1 _____ Other (Please Specify)_____
_____

20. WHY DID YOU ENROLL IN THESE BASIC SKILLS DEVELOPMENTAL EDUCATION CLASSES? (Check all reasons that apply)

54 1 _____ Advice of my college counselor

55 1 _____ Advice of my college advisor

56 1 _____ Advice of a college faculty member

57 1 _____ Read about the program in the catalogue or other campus publication

58 1 _____ Advice of a high school teacher or counselor

59 1 _____ Recommended on the basis of test scores

60 1 _____ Heard about the program from friends

61 1 _____ Other (please specify) _____
_____

21. ARE YOU CURRENTLY PARTICIPATING IN ANY OF THE FOLLOWING SPECIAL PROGRAMS? (Check all programs that apply)

62 1 _____ Learning Laboratory

63 1 _____ Mini-courses

64 1 _____ Minority programs

65 1 _____ Tutoring

66 1 _____ Other (please specify) _____
_____

THANK YOU FOR COMPLETING THIS SURVEY